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notice of an observing artist?" The rhapsody made use of by Mechanicus prevents me from following him any farther, to give room for a few observations of my own: Having tried the water barometer, as described in fig. 2, (see Magazine for June last) and have found, by repeated trials, a proportion between the body B. and the air in the small vessel—that seem to be correct, and to answer what Mr. R. proposes, viz. that it did neither rise nor fall between the temperature of 55 degrees of Fahrenheit's scale and 70; and I have found a size for a stem that also answers my expectation; but at first I made the stem too small, the consequence was that it could not be balanced, so as to stand at a mean height, but would either sink or swim, and stand at no other place than the top or bottom. But two difficulties, arise, and remain with me, one is, how to adapt a scale to it, so as to correspond with a mercurial barometer; the other still appears to me equally as difficult, to get air to preserve the same proportion, and not diminish in bulk. I would mention the proportions I have already found, and the kind of air I used; but hope that Mr. R. will give some more information, being thankful for his hints already given; and I think much better of this water barometer than as a "visionary toy." M.D.C.

Dublin, Oct. 7.

Remarks on the letter of M.D.C.

In reply to what M.D.C. has stated in part of his letter, of an apparent inclination against Mr. Rider in the Conductors of the Magazine, we can assure him he is totally mistaken; that on the contrary, our care to prevent his feelings being wounded needlessly, was so great, that we cut out so many passages of the first paper sent us by Mechanicus on the subject, which we thought would have that tendency, that Mechanicus sent to demand his paper back again: with the following observations annexed to it, which, as expressing the opinions of the Proprietors on the point of managing disputed subjects in our work, we take this opportunity to insert:

The second paper sent us by Mechanicus is that inserted in the last

number; but from this also we pruned some asperities, though in general it was so much more moderate than the first as to make this less necessary. For the same reason stated in the annexed observations, we have omitted an irritating paragraph at the end of the letter of M.D.C. On most subjects stated in the Magazine, the necessity of free and impartial discussion is obvious; we take no part on either side, but as moderators of that warmth which controversy of any kind is too apt to excite; but if partiality is at all justifiable, it is on the side of those who favour us with original papers, and such the Editor at least acknowledges he felt in favour of Mr. Rider's communication for this reason.

OBSERVATIONS ON THE PAPER OF MECHANICUS FIRST SENT.

Mr. Rider has not stated that the stem of his hydrometer was made of glass, as here asserted; the stem of it was probably of wire or thin brass, of which only the thickness is stated without mentioning the breadth. Several rough expressions of Mechanicus have been omitted; such are at least useless on most subjects, but on those of the nature of this paper are peculiarly objectionable, and have the less excuse, as these subjects contain nothing to excite the passions. If our Correspondents would in future consider this, they would much oblige us, and would save to themselves the trouble of writing what cannot be inserted, and to us, that of erasing it.

For the above reasons, two of the author's notes have been omitted also; in the first we agree with him that the word barometer is preferable to baroscope, from its being more in use, but object to the language in which this observation is conveyed. The other note is a personal reflection, and contains nothing to illustrate the subject.

For the Belfast Monthly Magazine.

An Account of the progress of Joseph Lancaster's plan for the Education of poor Children, and the training of Masters for country Schools.

IN the year 1798 Joseph Lancaster opened a school in St. George's-fields, for the education of the chil-

dren of the poor, at a very reduced charge. In the prosecution of this work he was obliged to devise plans of economy, in order to diminish the expense of books, paper, &c.—and also a particular kind of discipline, that he might be able to manage a large number of children without the necessity of employing ushers or assistants with salaries. The present state of perfection exhibited by his school is the result of numerous experiments and indefatigable attention during a number of years; and it is with gratitude and pleasure that he acknowledges the encouragement he has received from enlightened and benevolent individuals, which has from time to time operated as a powerful stimulus to persevering exertion. In an early stage of his labours, he obtained the patronage and liberal support of the Duke of Bedford and Lord Somerville, who commenced a subscription for buildings necessary, to form a large school-room, in order that his experiments in tuition might be exhibited on a great number of children; this object was soon accomplished; the school was opened as a free school, and children received to the number of seven hundred.

The same benevolent personages, looking forward to the more general diffusion of these benefits, were desirous that a plan should be established for training young men and lads as school-masters, that by a practical knowledge of the improved modes of tuition they might be qualified to superintend schools to be formed in various parts of the kingdom upon the same plan.

The institution in the Borough-road, therefore, consists of free schools for boys and girls, and an establishment for boarding, clothing, and training up young men and women for school-masters and school-mistresses, so as to qualify them to undertake the charge of new schools.

To this school and establishment, the King and Queen, the Prince of Wales, the Princesses, and the Royal Dukes, have extended their patronage and annual bounty.

For a detail of the precise nature of his plan, Joseph Lancaster refers

to his printed book, intitled “*Improvements in Education*,” but its distinguishing features are these:

1. That by his system of order and rewards, together with the division of the school into classes, and the assistance of monitors, one master is able to conduct a school of one thousand children.

2. That by printing a spelling-book, or any other lessons for reading, in a large type, upon one side of the paper, and pasting the sheets thus printed, on a pasteboard, they may, when suspended to a nail, against the wall, be read by any number of children; a method whereby one book will serve for a whole school, instead of a book for each child.

3. That by the introduction of writing upon slates, and one boy spelling to his whole class any certain word, the boys in the class will instantly write it, going on in this manner for an hour or more, so that boys may write and spell one hundred words in the course of a morning: a method whereby five hundred boys may spell and write the same word, at the same instant of time.

4. An entire new method of instruction in arithmetic, wholly superseding the former method of setting sums in cyphering books, or using books, as *Walkinghame's* or *Dilworth's* assistant for the four first rules: a plan whereby any child who can read, may teach arithmetic with the utmost certainty.

5. The expense of education is reduced to a very trifling sum. Schools for three hundred children may be supported at the rate of seven shillings per annum for each child; and for a greater number of children, it may be reduced to four shillings per annum for each child.

And lastly, while Joseph Lancaster is anxious to lay the foundation of religious and moral principles in the youthful mind, he studiously avoids introducing controverted theological points, and in short, every thing which is peculiar to any sect or party. The holy Scriptures is the only religious book taught in the school; for here, as Sir W. Jones expresses it, we have “*purser morality than can be collected from any other book in any lan-*

guage:" or as Locke has well observed, a volume which has "God for its author, salvation for its end, and truth without any mixture of error for its subject."

By proceeding upon this broad and general basis, there is nothing repulsive to the feelings of any particular sect, but the doors of his schools are thrown open to receive the whole community.

The good which must arise from the extension of these elementary schools, cannot be calculated: their influence upon the morals and conduct of the lower orders of society has already been experienced; and we may entertain more than a hope, that they will not fail to diminish the number of crimes, cherish and promote virtuous dispositions among the great mass of the people, and thus most materially contribute to the happiness and security of the state.—In some places where J. Lancaster has established schools, by the committees dividing the children into different bodies, and conducting them to the several places for worship, hundreds of children are taken in an orderly manner to attend divine service, who formerly profaned the Lord's day by idle and riotous conduct in the streets.

In the Borough-school alone 4000 children have been educated, whose parents were of the poorest description, and hitherto no instance has been noticed of any one of these being charged with a criminal offence in any court of justice. In this school the progress of the children in learning is rapid; it is no uncommon thing for one or two hundred boys to obtain tickets of commendation daily, and more than one hundred to have rewards for merit in the course of a single week. The improvement in morals, and the habits of order among the children who are educated on this system in town or country is of the most gratifying nature.

At Bristol a school for 300 children has been opened, and the order is so complete, that a boy of thirteen, can keep school as well as the master. At its commencement, profaneness was so common among the children, that it was not unusual for 70

or 80 boys to be found swearing in the school-room in the course of a single week; such instances now rarely occur. A lad who only eight months ago, could neither write nor cypher, is now head monitor of the school, having obtained his learning in the act of teaching others. The general improvement of the children is obvious and striking; and many of the parents have voluntarily expressed their satisfaction. This school was organised by a young man, not nineteen years of age, an apprentice to Joseph Lancaster.

In the town of Swansea, is a school in which 270 children are now educating; it is conducted by an excellent young man, who had his education in the school at the Borough-road, and acted as one of J. Lancaster's earliest monitors; this school is in high order, and the accounts of the improvements of the scholars very satisfactory.

At the request of a number of gentlemen belonging to the University of Cambridge, and by permission of the vice chancellor, Joseph Lancaster explained the principles of his plan of education, in a public lecture in the town hall of that place, and a school was formed with the particular sanction and support of gentlemen of the first respectability in the university, who constituted themselves a committee for its management: the school consists of about 230 boys, and although it has not been opened above six months, the improvement of the children is very considerable.

At Canterbury a royal free school has also been established with the sanction of the mayor, the members in parliament for the city, several aldermen, the deputy lieutenant of the county, and a number of respectable citizens: among the subscribers are General Cartwright, aid-du-camp to the king, and several military officers: the number of children is above 400; who, only 12 months ago, were destitute of any instruction. The following extract from the half yearly report of the committee in July last, presents a most striking example of the utility of these schools:

"The committee of the Canterbury Royal Free School, have the pleasure

to report to the subscribers, that since the opening of the school, on the 1st of January, 321 boys have been admitted, many of whom are above ten years of age. Of these children, above 100 who did not know the alphabet, have learnt to read, and there are more than 250 now taught to write; likewise, that when the school was opened, very few had received any instruction in arithmetic, but that now 120 have commenced, and several of them have made considerable progress.

The school at Dover, established by John Jackson, esq. M.P. for that place, has been already productive of much good; the children mostly belong to sea-faring people, and it was said "if you can bring these boys into order, you can do any thing;" this, however was accomplished with small exertion by one of J. Lancaster's lads, only seventeen years of age. This school consists of near 200 boys, many of whom have learnt to read and write in the course of the present year.

The city of Rochester has followed these noble examples. J. Lancaster having explained his plans in a public lecture at the town hall, the proposition for a school was seconded by the mayor, and met with general approbation; a school for 200 boys has since been established, and great credit is due to the committee for their philanthropic zeal in promoting the education of the poor. Their monthly returns, which are kept with great exactness, exhibit the great progress which the children make.

A school upon the same plan has been established at Lynn, under the sanction of the clergy and most of the respectable inhabitants; the expense is defrayed by a subscription, to which the members of parliament for this place most liberally contribute. This school consists of 230 boys, and is in an excellent state of organization; and it is stated in the school-master's report, that in November last he had 20 boys in the rule of three, who did not know figures in the preceding May.

The Duke of Bedford, deeply impressed with the importance of extending these schools throughout the

nation, has established one at Woburn for a large number of boys.—The duke and dutchess occasionally visit the school, and take great interest in the improvement of the children.

To these may be added the following schools now formed and forming on J. Lancaster's plan, but which can only be briefly enumerated.

Maiden Bradley; Deptford; Leicester; several in Cheshire; Maidstone; Cheadle; Liverpool; Hull; Carlisle; Portsmouth; Oswestry; Manchester; Exeter; Ramsgate; Seaford; Brighton; Edinburgh; Clewer, near Windsor; Birmingham; Downham; Watchet, &c. and some in Ireland.

In short, the public appear to feel so warm an interest in the cause of education, that J. L. is constantly receiving applications from fresh places for assistance in the formation of schools. These facts are a gratifying proof that the advantages of his system are not confined to his own institution, but are capable of becoming a national, instead of a mere local benefit. The plan is even now spreading upon the Continent of America. In New York a school has been established for 180 children which has given such universal satisfaction, that they now propose to enlarge their premises, so as to accommodate from 5 to 700 children. The example of New York is about to be followed in other parts of the United States.

As education can be afforded on terms so easy, nothing more is required for the establishment of a school in any district, than the union of a number of benevolent persons in the neighbourhood, who might easily raise a trifling annual subscription among their friends sufficient for the purpose. The next point is the formation of a small but active committee; after which a large airy room should be provided and fitted up in the manner described in J. Lancaster's *Improvements in Education*; and if any farther information should be thought necessary, J. L. will readily give it.

The institution at the Borough road, while it continues to educate a great

number of children, and to train masters and mistresses for the conducting of new schools, is also useful in another point of view; viz. as offering an extensive field for experiment. Whatever is rendered successful there, may be beneficially extended through the whole kingdom, as far as different situations admit. In the free school, Borough-road, every method that can be devised to reduce the expense of education will continue to be tried; while, on the other hand, such care will be taken in the use of the royal fund, and the subscriptions added thereto, as will have a tendency to reduce the price of books, slates, and rewards for the use of country schools, and which may be had at very reasonable rates by application to J. L. and it is to be considered, that if in the outfit of a school for 300 children, the committee of such schools can be supplied, so as to save 10*l.* in 20*l.* a very small capital employed in this way at the Borough-road may encourage the establishment of many hundred schools.

From the foregoing statement it is obvious, that in the attainment of objects like these, a considerable and heavy expense must be incurred; this has been partly provided for by the Royal bounty, and by the subscriptions of generous individuals.

It is very important that the public should rightly distinguish between the expense attending J. Lancaster's Free School, and his establishment for training school masters. In the former case the expense for ground-rent, rewards, and instruction does not exceed 160*l.* per annum, which is not more than 4*s.* per annum for the education of each child. But the support of the Institution for training young people, as it involves the board, clothing, and lodging of a considerable family, cannot be supported but at a very considerable charge.

Joseph Lancaster in order that he may fully devote himself to the work of education, in the establishing and forming of schools and that the most satisfactory evidence may be given, of the due application of all subscriptions in aid

of his plans, he has entrusted the management of his financial concerns to his friends, John Jackson, esq. M.P. new Broad-street; William Allen, Plough-court, Lombard-street; William Corston, No. 30, Ludgate-street; Joseph Foster, Bromley, Middlesex; Joseph Fox, No. 54, Lombard-street; Thomas Sturge, Newington-Butts; who, acting as a committee, will publish reports from time to time, concerning his progress in the formation of schools, and every particular connected therewith.

The committee assure the public of their high satisfaction in rendering assistance to so truly important and useful an undertaking. They earnestly solicit the support of the benevolent to enable them to meet the unavoidable expenses attending so large an establishment; and when it is considered that this Institution must be regarded as the root of a tree, whose branches, it is hoped, will extend themselves all over the British empire; they trust that the public will not be slow in contributing that annual aid necessary to render their labours efficient.

Subscriptions are received at J. Lancaster's Free School, Borough-road; by the members of the committee, and by the following Bankers:

Kensingtons, Styan, and Adams, 20, Lombard street; Hoares and Co. 37 Fleet-street; Ransom, Morland, and Co. Pall-Mall.

The Free-school is situated near Belvidere Place, Borough-road, not far from the Obelisk, and the public are respectfully informed that the school is open for inspection every afternoon (except Saturday) at three o'clock.

For the guidance of those benevolent persons who may wish to establish schools, a tract is published, intitled, "Instructions for the Formation and Conducting of a Society for the Education of the Children of the Labouring Classes of the People, according to the general Principles of the Lancastrian or British plan;" which may be had at the Free-school, and of Darton and Harvey, 55, Grace-Church-street; and of all booksellers in town and country, price one shilling.